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345 EAST 46th STREET, NEW YORK 17, NEW YORK

THE AMERICAN COUNCIL OF LEARNED SOCIETIES

The American Council of Learned Societies is a private non-profit federation of thirty national scholarly organizations concerned with the humanities and the humanistic aspects of the social sciences.

The object of the American Council of Learned Societies, as set forth in its constitution, is "the advancement of humanistic studies in all fields of learning and the maintenance and strengthening of relations among the national societies devoted to such studies."

The Council was organized in 1919 and incorporated in the District of Columbia in 1924. Its principal support comes from the philanthropic foundations, supplemented, on occasion, by government contracts for specific enterprises.

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CONFERENCE ON SCHOLARLY RESEARCH IN THE HUMANITIES AND SOCIAL SCIENCES

Sidney Painter was the Chairman of this Conference, held under ACLS auspices on October 23-24, 1959. The participants, including men whose professional concerns cover a variety of disciplines in the humanities and social sciences, and representatives of foundations, research councils, and learned societies, were James W. Angell, Edward F. D'Arms, William B. Edgerton, Charles B. Fahs, Max H. Fisch, Franklin L. Ford, Robert J. Getty, Erwin R. Goodenough, Louis Hartz, Pendleton Herring, Melville J. Herskovits, Frederick H. Jackson, Edward C. Kirkland, Paul J. Lazarsfeld, James F. Mathias, Roger P. McCutcheon, Norman A. McQuown, Robert K. Merton, Arthur E. Murphy, Justin O'Brien, William J. Robbins, Richard Schlatter, Charles Seymour, Jr., Henry Nash Smith, Joseph Strayer, Oliver Strunk, and Arthur F. Wright.

In calling the conference the ACLS hoped for guidelines for programs and policy and for help in anticipating the future needs of scholars. More specifically, it asked that advice be given to its selection committees for Fellowships and Grants-in-Aid, and some of the members of these committees (both past and present) attended. The discussions ranged from specific analyses of research interests and needs in distinct fields to broad questions of policy for the use of philanthropic funds in support of scholarly research.

Early in the first session Mr. Painter said that the ACLS has thought of its fellowship program as primarily for the development of scholars rather than research fields, and the spokesmen for the various disciplines raised little question that this should be so. It was not as clear how selections of those to be supported should be made, though there was considerable support for the argument that the quality of the questions the applicant is asking, and the degree of precision and the level of sophistication he brings to the study on which he means to embark should be prime bases for decision. Publication records (with due credit for journal articles) are also important indexes.

It was generally recognized that the nature of the project itself must be considered, and a good deal of time was spent in discussing the criteria to be used in judging significance, with recognition that only the most general criteria could be applied to all the fields represented, and that it is difficult to separate the project and the person who will do it. Some of those present thought that social need should be a basis for judgment, while others championed "pure" scholarship which might not have social relevance. The question was raised whether a research council with limited resources should have an open fellowship program at all, or whether it should use its funds to realize definite and prescribed objectives. Spokesmen for the various fields saw the merit of programs for particular purposes (like those for area research), but they strongly advocated that there also should be an open program. They said

it is not always possible to know where significant advances will take place, that crystallization should be avoided, and that fellowship opportunities should be available for talented scholars working in areas they themselves feel to be promising of response.

The relative need for support at various stages of the scholarly career was discussed. The man who is engaged in a second major piece of work, at an age of perhaps thirty-five to forty (the age would probably differ according to field), was thought to be especially deserving of support, but not to the exclusion of older scholars, who may have great need for relatively small grants-in-aid or who may have excessive demands on their time which impede research. Those who teach in out-of-the-way places may be handicapped by circumstances extraneous to their projects or capabilities and such handicaps should be obviated.

The desirability of study fellowships was specified. For example, historians interested in the history of science may need to gain knowledge of science, and specialists in government who have been excessively preoccupied with American materials may find it valuable to extend their area of competence.

The conference participants were unanimous in urging the support of research through release of time. Relatively new and fast-developing fields, like Soviet studies, art history, linguistics, and history of science, were said to offer enormous opportunities, and significant advances were also expected in the most traditional areas.

The representatives of the various disciplines were called upon to identify promising research areas, and summaries of their statements are given here. Many of them cautioned that their comments reflected personal interests within large fields of study and that other individuals would emphasize different aspects. They would not, therefore, wish the following to be regarded as a definitive analysis of research needs.

Anthropology

The essential contribution of anthropology was said to be the cross-cultural point of view which arises out of its scope and breadth of approach, both in time and laterally over the world, and its comparative orientation. There is a great deal of important work to be done by anthropologists which relates to various disciplines. In the past few years there has been much research into social structure, with neglect of economic anthropology, comparative education, and experimental cross-cultural analysis of psychological responses. In relation to history, an important subject for study is ethno-history. There should be a welding together of archaeology and documentary data with as much as possible of the unwritten tradition, analyzed in accordance with the methodological techniques that have been developed and using controlled comparisons from which relationships can be inferred. Narrative forms

which are unwritten should be analyzed according to the approaches which students of literature and literary critics use. Very important also is the analysis of theories of myth. The anthropologist can make an important contribution in the study of the relativistic nature of beliefs and values—the degree to which they are tied in with various aspects of life. Also, attention should be given to problems of the range of creative drive in the graphic and plastic expressions of primitive artists and to the dramatic permutations in non-literate cultures.

Classics

With respect to this field, as with many others, it was urged that we should not try to control too rigidly the directions of research. It is difficult to predict the areas that will be most active and fruitful in the coming years. The rapid developments in archaeological research and discoveries, which could not have been predicted even ten years ago, are making many reinterpretations necessary. New editions are needed from school texts upward, and commentaries and indexes are required. The Greek tragedies should be surveyed as dramatic structures and works of literature, and the impact of ancient science on classical literature should be examined.

Economics

Two groups of problems were listed—the first, those of fairly broad character, which to be well handled should enlist the efforts of research workers not only in economics but also in one or more of the other social sciences; the second, problems that are more nearly purely economic in character. In the first group were included (1) the perennial problem of the rights and duties of the economic individual in a context where economic power groups must be so controlled or otherwise restrained that their self-seeking actions do not seriously injure the society as a whole; (2) the problem of economic growth as it relates to both the more backward areas and populations of the world and to the past and the future of advanced industrial countries; and (3) regional economic development, involving long-range economic and social planning, the weighing of expensive and often mutually exclusive alternatives, the appraisal of social tensions, and other almost insoluble questions. In the second group were mentioned (1) monetary and fiscal policy; (2) expectational economics—that is, how and why individuals and business firms form particular expectations about the future behavior of the economic factors that affect them, and the consequences of these expectations; and (3) international economic policy.

Government

Historical and philosophical approaches in this discipline, which may have been disadvantaged in the recent past, will be useful ones, as the emphasis on development in economics has repercussions in the field of government.

Concern with development, and with larger and larger areas of development, necessarily implies comparison of societies one with another, and work in several areas of comparative government would be extremely valuable. The approach should be less contemporary than has been the case, and American studies should be integrated with European studies. Attention should be given to the historical and social factors which underlie the political scene. Again it was said that it is difficult to know where seminal study will appear. Constitutional law has been regarded as rather old-fashioned, but the possibility of significant advance in that area which would have an impact on the whole field of government should not be precluded.

History

The historians present agreed that the topic proposed for investigation is not as important as the man who will undertake the study and the character of the questions he is asking. Historical projects are apt to be highly individualistic and those who support them must gamble on persons who will be using sources only some of which they yet know. It was urged that projects which look conventional and fall into apparently well-worked areas still offer chances of great originality. An inquiry which seems more novel is often less intellectually authentic. With respect to American history, it was said that the various strands should be pulled together in a common story and influence, which might bring about a recrudescence in the history of American politics. There is need for a historical study of the American family, a historical study of American education, and a history of the Puritan ethic. The fields of social and intellectual history are now highly regarded. There seems to be a tendency now for historians to ask questions that take account of insights coming from other fields, without being too self-conscious about becoming sociological or psychological. The present generation of historians is aware of problems of social structure, and this kind of attack can revolutionize diplomatic history or institutional analysis. Good history realizes that its job is to deal with society as a whole, and with all the interactions and cross influences that give a particular period or area its own flavor. One spokesman said that he could think of literally no historical topic that couldn't be useful and interesting if done right.

History of Art

This historical discipline, the concerns of which go back in time as far as 40,000 years before Christ, is developing rapidly in this country. It was said that to categorize areas of importance would destroy the value of this particular subject, which wants to be big and broad. Scholars should be as untrammelled as possible, and the projects they propose should be judged on their individual merits. There is great need to get the basic ground-work for research into shape. A catalogue raisonné is needed for Cezanne, for

example, and most of the smaller local museums have no adequate listing of their works of art. More indexes, like the Princeton Index of Christian Art, should be prepared.

History of Religions

The history of religions was spoken of as one of the oldest of studies of human interest and, at the same time, one of the least studied. The contemporary importance of understanding the religions of the world is very great indeed and American prejudices have impeded these studies. More knowledge of the vernacular language and more personal acquaintance are required. A great body of literature has been discovered which will revolutionize our ideas of the origins of Christianity. It is in Coptic and there are no more than three or four people who can read it with competence. The traditional approaches to the history of religion, through study of the great texts, should be encouraged too, and the increasing interest in history of religions and comparative religion in colleges and universities calls for people who can handle scholarly materials in this field.

History of Science

The classical and mediaeval periods in history of science have been fairly well worked. The nineteenth century has been largely neglected. There is an urgency about improving our understanding of the impact of science on society, of the institutional organization of science, and of its role in government and in industry. We do not know how close the working scientist comes to decision-making and what have been the changes in that respect over a considerable time span. Historians of modern science need considerable technical equipment and must work through a great volume of material. There are a good many more scientists engaged in this field than historians and philosophers and some special type of help is needed to improve the background in science of young scholars in the latter disciplines.

Linguistics

This is a fast-growing field in which a shift of emphasis is taking place. During the first half of this century linguists became more and more specialized and more and more focused on language, devoting themselves to developing methods for accurate description and statement of structural factors. During the last ten years there has been increasing interest in an area which, in anthropological circles, is called "language and culture." It is expected that there will be growing emphasis in the future on the application of the results of linguistic analysis to other research areas. This will require those who devote themselves to the field to deal with large quantities of material, to use statistical techniques and machine procedures, and to rely increasingly on inter-disciplinary teams. Research of the following kinds might be carried

on: (1) study of linguistic structures throughout a series of languages; (2) contrasting of linguistic structures occurring along a continuum; (3) efficient statement of the results of structural analysis; (4) development of linguistic tools for the analysis of interview materials of a wide variety; and (5) work with literature, where the linguist would be interested in contributing to the linguistic characterization of materials bearing on the values of the people as reflected in the folk literature.

Literature

Under the influence of the new critics, especially I. A. Richards and T. S. Eliot, we have been studying works of literature as isolated works of art. This has led to solid and durable accomplishments, and the student of literature brings over from the New Criticism ways of reading and recognition of the depth and subtlety of works of art, but we need now to study a novel or a poem after putting it back into its social setting. Such techniques as source hunting and the notion of the development of literary genres are not as important as they were a generation ago. During the next ten years much work will probably be devoted to studying the possibilities of assimilating literary techniques into the study of anthropology, and anthropological techniques into the study of literature. Other areas of the social sciences which are becoming more interesting to scholars in literature are the sociology of knowledge and the influence of social structure on art. In a different direction there is interest in the history of ideas and there is much to be done along the border-line between linguistics and critical analysis of literature. American literature is in a much more primitive state than most other literatures. There is a great need here for definitive editions. Hardly a single major American writer can now be studied in a really definitive edition. The costs are forbidding. To produce a definitive edition of a writer like Melville may cost as much as \$100,000.

Musicology

There are many similarities between history of music and history of art—in problems and methods, but music is younger as a serious discipline—younger in Europe, and still younger here. Changes in emphasis are occurring in the field: mediaeval music is a well-worked subject; the passage of time places more recent periods in historical perspective; political events and technological advances encourage the study of music of the Near, Middle, and Far East; and there has been a gradual breakdown of barriers between various branches of historical inquiry. The following promise to be important for the immediate future: (1) 19th century studies; (2) history of opera, from the beginning of opera to the beginning of the 19th century; and (3) collaborative studies with anthropologists, historians of art, historians of religion, classicists, Slavic specialists, etc.

Philosophy

It was said that philosophy at the present time is in an extraordinarily fragmented state. There is so much laudable effort to make connections at the periphery, to broaden the area of communication, that the center of the discipline may be neglected. Philosophy claims to deal with first principles and claims to bring its various inquiries back to those first principles. There is need now to substantiate these claims and to assist projects which deal not with new questions but with old questions, perennial questions, on which light can be shed through sustained inquiry.

Romance Languages

In this field it is expected that studies in the history of ideas and straight literary history will have a continued importance and that there will be an increasing emphasis on close stylistic analysis. There is need for new editions of even the best-known writers for the purposes of modern scholarship. A tendency toward emphasis on the contemporary was noted, with concern lest much needed work on older writers, from the middle ages to the recent past, be neglected.

Slavic and Chinese Studies

In these fields the needs are very wide indeed. The point was made that in Russia and China it is just now impossible for the native scholars to study some topics. But it is possible to study them in America, and in many cases the materials are accessible here. If the basic research done in the USSR is not supplemented there will be a distortion of the totality of Russian history. There should be studies of figures in Russian literature, some of which have been neglected, while others have received exaggerated attention; Russian religious history is also an important field of investigation. It is time that we had histories of Chinese literature and the arts that approach in scope and sophistication the histories that we have in the Western tradition. Institutional histories—empirical studies of specific institutions of imperial and modern China—are needed to provide some of the texture of life which is the interest of the historian, the anthropologist, and the humanist.

Sociology

Stress was placed on the inter-relation of sociology and the humanities. An ACLS function, it was said, is to think concretely about the problems in which the social sciences and the humanities merge by force of intellectual commitment. A tacit merger exists in sociology of science, but the investigations going on in this area are small in number. There could be systematic inquiry into the social origins of artists. Sociological methods could be used to find out whether common stimuli have been formative

in the production of excellent men. A great growth is taking place in empirical social science research and it would be most helpful, especially to historians, if those in other disciplines would help to form the questions the sociologists are asking. Sociology and philosophy can combine in the study of the logic of sociological inquiry and the thesis of I. A. Richards' *Practical Criticism* provides a place for sociology and literature to work together. Much attention is given to mass media and mass audience research, but the techniques are not applied to the study of the reception and understanding of art and serious literature. It was urged that fellowships be established which would permit senior people to take time off to see how new borderline areas might be developed.

SUMMER INSTITUTES IN THE HUMANITIES FOR HIGH SCHOOL TEACHERS

The ACLS will support four institutes for secondary school teachers during the coming summer, with the assistance of the host institutions. This is envisaged as a pilot project designed to test procedures, demonstrate feasibility, and provide very limited interim support. Foundation funds have been requested for a larger program for three years, beginning in 1961, and it is hoped that public funds may be made available thereafter for institutes in the humanities on a national scale.

Each of these institutes will concentrate its instruction in one of the basic subjects taught in the high schools. During the coming summer there will be one institute in English, one in classical languages, one in history, and one in music. The larger program, for which foundation help is needed, would provide for several institutes in each of these fields and also in art.

The goals of the institutes are multiple: to revitalize the high school teacher's interest in his subject; to advance his competence; to provide him with the tools and techniques necessary to introduce his new knowledge and insights into classroom teaching; and, by these means, to encourage in students an appreciation of the humanities and to lead the more gifted ones to consider careers in teaching the humanities. The institutes will be staffed by scholars of recognized competence.

The institutes this summer will vary in length of time, in number of students, in the size of the area from which participants are drawn, and in the follow-up plans employed to determine results. Tulane University will have a six-week institute in American history for twenty teachers from nearby high schools; the University of Wisconsin will conduct one, also six weeks in length, for about twenty Latin teachers from four neighboring states; the University of Michigan, which will hold an institute in English of eight weeks' duration, will have from twelve to fifteen participants drawn from three adjacent counties of the state; and Bennington College will have a six-week music institute for from twelve to sixteen teachers from parts of Vermont, Massachusetts, and New York. All have follow-up provisions, but Michigan's is the most elaborate and intensive, partly by reason of the small area from which the teachers will be drawn. It plans not only to have the teacher-students return to the campus for seminars during the following academic year, but also the English Department of the University will have faculty members visit the teachers' classrooms to check on results and to help the teachers put their new knowledge and techniques into practice.

The teachers who will participate are being selected by the host institutions.

INSTITUTES SPONSORED BY THE JOHN HAY FELLOWS PROGRAM

The John Hay Fellows Program will sponsor two institutes in the humanities during the month of July 1960. These will be held at Bennington College and at Williams College. Forty-four public school administrators and eighty high school teachers have been selected as participants. They come from schools and school systems in twenty-three states and the District of Columbia. The teachers are in a variety of fields.

These institutes have two main purposes. One is to give recognition to subjects such as English, history, art, music, and philosophy. The other is to afford administrators and teachers from schools which are interested in new educational developments an opportunity to exchange ideas and experience.

In morning seminars participants will read and discuss such authors as Plato, Machiavelli, John Stuart Mill, Benjamin Franklin, E. M. Forster, and Joseph Conrad. Afternoon classes will be given in philosophy, English, and history. There will be series of lectures in music and art.

The John Hay Fellows Program, established by the John Hay Whitney Foundation, now operates on a grant from the Ford Foundation. It plans to have at least three summer institutes in 1961 and others in succeeding years. In addition it awards Fellowships to public high school teachers for a year's study in the humanities.

GRANTS FOR RESEARCH ON LATIN AMERICA

Grants for research on Latin America offered jointly by the ACLS and the Social Science Research Council, under a competition which closed on January 4, 1960, were awarded to the following:

George C. A. Boehler, Associate Professor of History, Georgetown University, for research in Brazil on the role of the Catholic Church in the overthrow of the Brazilian monarchy, 1855-1889

John F. Goins, Assistant Professor of Anthropology, University of California, Riverside, for an ethnographic study of a Quechua Indian community in southern Ecuador

Eugene A. Hammel, Assistant Professor of Anthropology, University of New Mexico, for research on social ranking and the concomitants of social rank in San Juan Bautista, Ica, Peru

Lewis Hanke, Professor of History, University of Texas, for studies in the history of the Villa Imperial de Potosí

John J. Johnson, Professor of History, Stanford University, for research in Latin America on the Latin American military as a politically competing group in a changing socio-economic environment

Joseph A. Kahl, Associate Professor of Sociology, Washington University, for research in Brazil on the impact of industrialization upon career patterns

Charles M. Leslie, Assistant Professor of Anthropology, Pomona College, for research in Mexico on social change in Mitla, Oaxaca

Luis Monguió, Professor of Spanish, University of California, Berkeley, for research in Peru on Peruvian romantic poetry

Joaquina Navarro, Associate Professor of Spanish, Smith College, for research on the literary and social interpretation of the popular hero in the Latin American novel

Vladimir Reisky de Dubnic, Assistant Professor of Political Science, Washington College, for research in Brazil on political parties and ideologies

Bernard Rosenberg, Assistant Professor of Sociology, College of the City of New York, for a socio-ecological study in the city of Buenos Aires

Ivan A. Schulman, Assistant Professor of Romance Languages, Washington University, for research on articles prepared by José Martí for the *New York Sun*, 1880-1890

Stanley J. Stein, Associate Professor of History, Princeton University, for research in Mexico on the role of the merchants in the Mexican independence movement, 1778-1827

W. Paul Strassmann, Associate Professor of Economics, Michigan State University, for research in Mexico on technological change in an industrializing low-wage economy

Mark J. Van Aken, Assistant Professor of History, San Diego State College, for research on the monarchical project of General Juan José Flores of Ecuador, 1840-1860

Robert C. Williamson, Professor of Sociology and Psychology, Los Angeles City College, for research in El Salvador on social class in subcommunities of San Salvador

Morton D. Winsberg, Assistant Professor of Geography, East Carolina College, for research in Argentina on the Jewish colonization association experiment in Argentina

ANNOUNCEMENTS

The Tenth International Congress of the History of Science will be held in the United States, August 26 - September 2, 1962. Opening sessions of the Congress will be held at Cornell University, Ithaca, New York, and the concluding sessions will be held at the American Philosophical Society, Philadelphia, Pennsylvania. All inquiries and requests for bulletins concerning the Congress should be addressed to The Secretary, Tenth International Congress of the History of Science, Cornell University, Ithaca, New York.

The American Academy of Arts and Sciences in 1960, as in 1959, will offer three prizes of at least \$1,000 each to the authors of especially meritorious unpublished monographs, one each in the fields of the humanities, the social sciences, and the physical and biological sciences. Inquiries concerning the prizes should be directed to Committee on Monograph Prizes, American Academy of Arts and Sciences, Little Hall 33, Harvard University.

The June issue of the *Newsletter* will be mailed after some professors to whom it is addressed are away for the summer. If it is returned to the ACLS confusion about regular addresses arises. This can be avoided if arrangements are made locally to have the issue forwarded to the addressee or held at college or departmental offices. The *Newsletter* is not published in July or August.



